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ABSTRACT

Presented in this teacher's guide for grades one through six are lesson plans and ideas for integrating music and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives iclude cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appropriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environment). (BL)

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Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

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A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Music GRADE 1-6

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA 3-8-9
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Robert Warpinski, Director
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"MUSIC PREFACE"

Music as an art form best serves the purposes of ecology by developing in the students, ecology-related aesthetic values. The music program as a reinforcement of the concepts, theories and practical applications taught in other subjects provides a further service to the cause of ecology.

The music teacher must have an awareness of, a desire to be involved in, and a realization of the urgency of ecological concerns. These lesson plans and episodes are suggested avenues to be explored. Further, our hope is that teachers avoid a contrived use of this guide, but, rather, let it stimulate thinking and serve as both a reference point, and a point of departure for music and classroom teachers.

For us, music is a vocation. For many, it is an avocation or non-polluting activity, depleting little or none of our natural resources while offering satisfaction for deeper human needs.

Music Teachers Committee
Project I-C-E

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Music Teachers Committee
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PREFACE

"Oikus" for house is the Greek origin of the term "ecology". studies our house--whatever or wherever it may be. Like an umbr expand or contract to fit many ranges--natural and man-made. We envirorments, our many "houses" if we omit rancor and cite long complexities. Our "oikus" uses the insights of all subjects. T multidisciplinary program like ours necessarily results. Also, a long time, our program ranges K thru 12. The environment mirr values. These values have their origin in the "oikus" of our co minds. Let us become masters of our house by replacing the Gree with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide is s to fit appropriately into existing, logical course content.
2. Each page or episode offers suggestions. Knowing your studen to adapt or adopt. Limitless chances are here for your exper Many episodes are self contained, some open-minded, still oth developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no gu and no curriculum will work unless viewed in the context of y
4. React to this guide with scratch ideas and notes on the episo
5. After using an episode, fill out the attached evaluation form duplicate, or request more of these forms. Send them singly We sincerely want your reactions or suggestions--negative and evaluations are the key in telling us "what works" and in aid the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving all pu school districts in CESA 3, 8, and 9. Check the Project ICE Bibl resources. Our address and phone number is on this guide's cover or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Ave Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or process

Affective refers to student attitudes, values, and feelings.

PREFACE

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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Music

Subject Element

Problem Orientation Plan

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: The student will demonstrate the ability to respond rhythmically to a given selection by panto-miming the growth pattern of plants. Affective: The student will show his awareness to plant growth. Skills to be Learned 1. Rhythms 2. Non-verbal expression 3. Sequential action	I. Student-Centered in class activity A. The teacher will play a selection for the student directing attention to movements portraying plant growth. B. After hearing the selection, the teacher will direct a discussion concerning movements inherent in plant growth. 1. Which way do plants grow? (Toward the sun) 2. Why do flowers follow the sun? C. The students will dramatize the growth of plants in rhythmic response to the selection.

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Discipline Area Music

Subject Elementary Vocal

Problem Orientation Plant Growth Grade 1-3

IVES	SUGGESTED LEARNING EXPERIENCES	
t	I. Student-Centered in class activity A. The teacher will play a selection for the student directing attention to movements portraying plant growth. B. After hearing the selection, the teacher will direct a discussion concerning movements inherent in plant growth. 1. Which way do plants grow? (Toward the sun) 2. Why do flowers follow the sun? C. The students will dramatize the growth of plants in rhythmic response to the selection.	II. Outside Resource and Community Activities A. Perform for P.T.A. B. Perform for service club 1. Lions Club 2. Women's Clubs C. Video tape and play back for students
to- ern		
s		
on		

Resource and Reference Materials	Continued and Additional Suggested
Publications: Adventures in Music, Gr. 1 - RCA- written material on songs Audio Visual: 1. Ballet of the Slyphs-Berling (Dramnation of Faust) - Adv. in Music - Gr. 1 RCA 2. Waltz of the Flowers, from Tchaikovsky's Nutcracker Suite 3. Morning, Grieg-Peer Gynt Suite 4. Waltz Disney Ed-Nat. Co. 800 Smora Ave. Glendale, Calif. 91201 8 MM silent filmlogs Plant Life, Climbing Vines, Flowers Opening	

als	Continued and Additional Suggested Learning Experiences
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ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area: Music

Subject: Genera

Problem Orientation: In

BEHAVIORAL OBJCETIVES	SUGGESTED LEARNING
Cognitive: Having learned the 2 songs listed, the students will be able to sing the songs together to the satisfaction of the teacher. Affective: The students will appreciate the need for perfect interaction in music and in the environment. Skills to be Learned Singing Part singing Comparing Discussing	I. Student-Centered in class activity A. Teacher will present both 1. All students will learn both songs a. Three Blind Mice b. Are You Sleeping 2. Class divided into 2 groups 3. Both songs sung together B. Students discuss how the interaction of the two songs compares to environmental interaction 1. Sun, rain, land fertility, seed, interact to produce a flower, etc. 2. Balance in an aquarium

ng organisms interact

elves and their

forming an intricate

an ecosystem.

Discipline Area Music

Subject General Music

Problem Orientation Interaction Grade 1-3

OBJCETIVES	SUGGESTED LEARNING EXPERIENCES	
ving learned ted, the e able to together tion of students the need eraction the	I. Student-Centered in class activity A. Teacher will present both 1. All students will learn both songs a. Three Blind Mice b. Are You Sleeping 2. Class divided into 2 groups 3. Both songs sung together B. Students discuss how the interaction of the two songs compares to environmental interaction 1. Sun, rain, land fertility, seed, interact to produce a flower, etc. 2. Balance in an aquarium	II. Outside Resource and Community Activities Art teacher. Graphic illustrations of web of life, food chains, etc. Science teacher.
arned		

Resource and Reference Materials	Continued and Additional Su
Publications: Exploring Music - Bk. 3 Holt, Rinehart & Winston Audio-Visual: Community:	

erence Materials	Continued and Additional Suggested Learning Experiences
- Bk. 3 Winston	

CONCEPT 4. An adequate supply of pure water is essential for life.

Discipline Area Music

Subject Eleme

Problem Orientation C

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Using a given text concerning water pollution, the students will collectively compose a melodic line for the lyrics. Affective: Students will become aware of the relationship between words and melody in a song. Skills to be Learned Melodic composition.	I. Student-Centered in class activity A. Teacher make up appropriate words, harmony, rhythmic pattern. B. Teacher write names of notes from chords on board in 3 groups Group I Group IV Group V CEG .FAC GBDF C. Teacher tell students they are going to make up a tune to the words written on the board. D. For each measure, tell students which group to select notes from. E. Write notation on board as students give the notes. F. Play and sing song for students. G. Teach their song to them.

of pure water

Discipline Area Music

Subject Elementary Vocal

Problem Orientation Clean Water Grade 1-3

VES	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Teacher make up appropriate words, harmony, rhythmic pattern. B. Teacher write names of notes from chords on board in 3 groups Group I Group IV Group V CEG FAC GBDF C. Teacher tell students they are going to make up a tune to the words written on the board. D. For each measure, tell students which group to select notes from. E. Write notation on board as students give the notes. F. Play and sing song for students. G. Teach their song to them.	II. Outside Resource and Community Activities A. Record songs B. Sing for other classes or PTA

Resource and Reference Materials	Continued and Additional Suggested Learn

terials	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area: Music

Subject: General

Problem Orientation: Clean

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: Given a known melody, the students will write lyrics dealing with air pollution to fit the rhythmic patterns of the melody. Affective: Students will become conscious of the fact that an adequate supply of clean air is essential for life. Skills to be Learned Writing lyrics	I. Student-Centered in class activity A. Review a familiar song 1. Blue Tail Fly 2. My Bonnie Lies Over the Ocean 3. Where, O Where Has My Little Dog Gone 4. Twinkle, Twinkle Little Star. 5. London Bridge Is Falling Down. B. Discussion related to air pollution listing responses on the board 1. What do you like about clean air? 2. What do you like about the blue sky? 3. What does polluted air look like? C. Write new words to the familiar melody-along the line of air pollution.

II.

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s essential because most

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eir food.

Discipline Area Music

Subject General Music

Problem Orientation Clean Air Grade 1-3

AVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
: Given a known he students will ics dealing with tion to fit the patterns of the : Students will nscious of the an adequate supply air is essential	I. Student-Centered in class activity A. Review a familiar song 1. Blue Tail Fly 2. My Bonnie Lies Over the Ocean 3. Where, O Where Has My Little Dog Gone 4. Twinkle, Twinkle Little Star. 5. London Bridge Is Falling Down. B. Discussion related to air pollution listing responses on the board 1. What do you like about clean air? 2. What do you like about the blue sky? 3. What does polluted air look like? C. Write new words to the familiar melody-along the line of air pollution.	II. Outside Resource and Community Activities A. Prepare for PTA B. Sing for other classes C. Each child prepare his own song. Each child select own tune. Record song on tape. D. Solo performance E. Record on tape
be Learned ycrics		

Resource and Reference Materials	Continued and Additional Suggeste
Publications: Golden Song Bk. School owned music series Audio-Visual: Tape recorder Series records Community:	

nce Materials	Continued and Additional Suggested Learning Experiences
series	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Mu

Subject E

Problem Orientation Impact on

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will show his knowledge of the chronology of transportation modes by putting into correct order 4 songs dealing with transportation. Affective: Discussion of the impact of various modes of transportation will guide the students to more consciousness of the environmental problems caused by transportation. Skills to be Learned Singing skills Research study Reporting skills	I. Student-Centered in class activity A. Students make a list of songs they know dealing with modes of transportation eg: 1. Row, Row, Row Your Boat 2. Marching Song 3. Little Red CAboose 4. Down By the Station 5. MyPony 6. Space Travel 7. Canoe Song B. Students will arrange these modes in chronological order. C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc. 1. Early musical inst. wer quite primitive. Could the same be said of (Con't)

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on growth, and increased

time have a great influence
es in land use and centers
ation density.

Discipline Area Music

Subject Elementary Music

Problem Orientation Transportation Impact on Environment

Grade 1-3

RAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
he student will vledge of the transportation ing into 4 songs dealing tation. iscussion of various sportation e students iousness nmental ed by trans-	I. Student-Centered in class activity A. Students make a list of songs they know dealing with modes of transportation eg: 1. Row, Row, Row Your Boat 2. Marching Song 3. Little Red CAboose 4. Down By the Station 5. MyPony 6. Space Travel 7. Canoe Song B. Students will arrange these modes in chronological order. C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc. 1. Early musical inst. were quite primitive. Could the same be said of (Con't)	II. Outside Resource and Community Activities A. Bring pictures of transportation modes. B. Put pictures in chronological order C. Social Studies and History teachers be consulted and a correlation of lessons between these departments resulting.
Learned s y lls		

Resource and Reference Materials	Continued and Additiona
Publications: Songs from school owned music series. D.W. Pepper Catalog J.W. Pepper of Detroit 373 Minnesota Street Troy, Mich. 48084 Audio-Visual: Slides of various modes of transportation - student owned possibly available in other departments and etc. Pictures from various magazines. Automotive dealers and etc. dealing with different types of vehicles for transportation and trucking, etc.	(Con't from I. C.) transportation? 2. What effect did early have on the environme 3. What brought about th a. Desire to explore b. Desire to move sup c. Inventions that br vehicles to propel 4. As machines were deve developed and as they what effect did resul 5. What effect on the ec development of transp D. Sing the listed songs established by the st

ıce Materials	Continued and Additional Suggested Learning Experiences
·ned music pit : odes of ident able in other is magazines. nd etc. ent types of ortation	(Con't from I. C.) transportation? 2. What effect did early primative mode of travel have on the environment? 3. What brought about the change in travel? a. Desire to explore new lands b. Desire to move supplies further-faster c. Inventions that brought about machines and vehicles to propel man faster and further. 4. As machines were developed did fuels need to be developed and as they were developed and used what effect did result on our environment? 5. What effect on the economy resulted from the development of transportation? D. Sing the listed songs in the proper order as established by the students and instructor.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Music

Subject General Musi

Problem Orientation Recyclin

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: The student will construct a playable instrument from materials which have been reclaimed. Affective: The student will appreciate the possibilities inherent in re-using materials. Skills to be Learned Following step by step directions. Instrument construction.	I. Student-Centered in class activity A. Teacher, student interaction of what kind of musical instruments can be made from discarded materials. 1. Drums from coffee cans 2. Rattles from salt boxes 3. Chimes from glass bottles 4. Shakers from bottle caps B. How would you go about constructing these instruments C. Students bring in materials. D. Students construct instrument. E. Discuss how other materials can be recycled in other areas	II. Outs Comm A. S c v. (p

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d change his

Discipline Area Music

Subject General Music

Problem Orientation Recycling Grade 1-3

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
dent layable terials claimed. dent e rent in .	I. Student-Centered in class activity A. Teacher, student interaction of what kind of musical instruments can be made from discarded materials. 1. Drums from coffee cans 2. Rattles from salt boxes 3. Chimes from glass bottles 4. Shakers from bottle caps B. How would you go about constructing these instruments C. Students bring in materials. D. Students construct instrument. E. Discuss how other materials can be recycled in other areas	II. Outside Resource and Community Activities A. Students bring in object from a variety of places (home, junkyard, parks, etc.)
ed step ction.		

Resource and Reference Materials	Continued and Additional Suggested Lear
Publications: Making & Playing Classroom Instruments, Marcelle Vernazza $1.50 Fearon Publishers, Inc. 2165 Park Boulevard Palo Alto, Calif. 94306 Music Inst. for Children to Make, John Hawkinson Audio-Visual: Community:	A. Students could make up their own mu instruments. B. Perform ecology song written by stu percussion accompaniment on student

Continued and Additional Suggested Learning Experiences

A. Students could make up their own music for their instruments.
B. Perform ecology song written by students with percussion accompaniment on student made inst.

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CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Music

Subject General

Problem Orientation Poll

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	II.
Cogritive: Students will illustrate by drawing pictures their knowledge of how easily things of beauty can be destroyed. Affective: Students will become alert to how easily things of beauty can be destroyed. Skills to be Learned Drawing skills Listening skills	I. Student-Centered in class activity A. Play a recording which would depict a scene of beauty. Ex. Grand Canyon Suite. B. Have students draw a scene of nature while listening to the music. C. Have students present pictures to rest of class. D. Repeat the recording with a tape of cluttered music over the first recording. E. Ask students to draw over the first picture portraying what they hear with the second recording. F. Present pictures to class to analyze, discuss, and evaluate in a pollution minded way. 1. What did the drawing over do to the first picture? 2. How do these pictures compare with places you have seen?	

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Discipline Area Music

Subject General Music

Problem Orientation Pollution Grade 1-3

SUGGESSTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Play a recording which would depict a scene of beauty. Ex. Grand Canyon Suite.
   B. Have students draw a scene of nature while listening to the music.
   C. Have students present pictures to rest of class.
   D. Repeat the recording with a tape of cluttered music over the first recording.
   E. Ask students to draw over the first picture portraying what they hear with the second recording.
   F. Present pictures to class to analyze, discuss, and evaluate in a pollution minded way.
      1. What did the drawing over do to the first picture?
      2. How do these pictures compare with places you have seen?

II. Outside Resource Community Activities
   A. Art teacher as a consultant.

Resource and Reference Materials	Continued and Additional Su
Publications:	Students could go to the p a scene and then listen to The second piece should be
Audio-Visual: Tape recorder Record player Sunrise Grand Canyon Suite Capital Records	
Community: Park	

aterials	Continued and Additional Suggested Learning Experiences
	Students could go to the park or country and draw a scene and then listen to the second recording. The second piece should be at least two recordings.
e	

CONCEPT

12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

Discipline Area Music

Subject Elementa

Problem Orientation Stewa

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP	
Cognitive: Students will perform on instruments as directed by the teacher in sucha manner as to create a disturbing experience. Affective: Students will discuss the players rights in regard to disturbing other players' rights. Skills to be Learned Following directions Listening Discussion	I. Student-Centered in class activity This episode should precede work involving individual class members playing instrument, rhythm instruments, melody instruments, etc. A. Teacher will pass out instruments as needed to the class. 1. Instruct one student to play something very simple 2. Instruct others to add in, playing their own pattern, as the teacher directs one by one. 3. Instruct a majority of the class to raise their hands as soon as the 1st and original players' music is wiped out. B. Discussion 1. Why couldn't we hear "George" playing his melody any longer? (Con't)	II. O C

must be regarded

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ers.

Discipline Area Music

Subject Elementary Music

Problem Orientation Stewardship Grade 1-3

te

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity This episode should precede work involving individual class members playing instrument, rhythm instruments, melody instruments, etc. A. Teacher will pass out instruments as needed to the cl ss. 1. Instruct one student to play something very simple 2. Instruct others to add in, playing their own pattern, as the teacher directs one by one. 3. Instruct a majority of the class to raise their hands as soon as the 1st and original players' music is wiped out. B. Discussion 1. Why couldn't we hear "George" playing his melody any longer? (Con't)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested L
Publications:	(Con't from I. B.) 2. What does this mean to us when we instruments in a class?
Audio-Visual	
Community:	

terials	Continued and Additional Suggested Learning Experiences
	(Con't from I. B.) 2. What does this mean to us when we play our instruments in a class?

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Music

Subject Elementar

Problem Orientation Plant G

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP
Cognitive: The student will demonstrate the ability to respond in song by singing with correct rhythm, intonation and two part harmony. Affective: The student will demonstrate an appreciation of the importance of plant growth by singing harvest time songs. Skills to be Learned Singing activities Intonation Balance Rhythm Notation Harmony	I. Student-Centered in class activity A. The teacher will lead a discussion about harvest activities. 1. Harvest times occur in our area at approximately what months? 2. Are all crops harvested at the same time? 3. In effect isn't harvest time a result of the spring rains, and summer sun on the plant life? 4. What type of machinery is necessary to complete harvesting of crops? 5. Are all crops harvested in the same manner? B. The teacher will introduce songs related to discussion. eg. 1. We Gather Together 2. Come Ye Thankfull People 3. Round of Seasons 4. Swing The Shining Sickle C. The students will sing songs in balance watching for blend and proper intonation.

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energy, is converted

photosynthesis into

ving things can use
esses.

Discipline Area Music

Subject Elementary Vocal

Problem Orientation Plant Growth Grade 4-6

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
udent he d with ntonation ony. tudent n e impor- wth t	I. Student-Centered in class activity A. The teacher will lead a discussion about harvest activities. 1. Harvest times occur in our area at approximately what months? 2. Are all crops harvested at the same time? 3. In effect isn't harvest time a result of the spring rains, and summer sun on the plant life? 4. What type of machinery is necessary to complete harvesting of crops? 5. Are all crops harvested in the same manner? B. The teacher will introduce songs related to discussion. eg. 1. We Gather Together 2. Come Ye Thankfull People 3. Round of Seasons 4. Swing The Shining Sickle C. The students will sing songs in balance watching for blend and proper intonation.	II. Outside Resource and Community Activities A. Students bring in or photograph their own pictures of harvest scenes. B. Art class and art teacher co-ordinate drawing, coloring activities with harvest songs.
ned s		

Resource and Reference Materials	Continued and Additional Suggested Lear
Publications: Grade 4-6 Silver Burdett Making Music Your Own Other schoold owned music series Audio-Visual: Silver Burdett accompanying record series Community:	

Materials	Continued and Additional Suggested Learning Experiences
tt	
sic series	
nying	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Music

Subject General Music

Problem Orientation Interaction

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCE	
Cognitive: Having learned the 3 songs listed the students will be able to sing the 3 songs together to the satisfaction of the teacher. Affective: The students will appreciate the need for perfect interaction in music and in the environment. Skills to be Learned Singing Part singing Comparing Discussion	I. Student-Centered in class activity A. All students learn the songs: 1. Toembai, Toembai 2. Annie 3. Shalom B. Class is divided into 3 groups C. All three songs are sung together D. Students discuss how the interaction of the three songs compares to environmental interaction. The discussion will center around: 1. Sun, rain, land, fertility, seed, interact to produce flowers, etc. 2. An aquarium must have a balance of air, correct amount of water, right combination of fish, etc.	II. Outside Communit A. Perfo vario 1. Se 2. Cl 3. Pe st 4. Pe B. Studer other intera commun or co

ıg organisms interact

ıves and their

forming an intricate

ın ecosystem.

Discipline Area Music

Subject General Music

Problem Orientation Interaction Grade 4-6

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ıg learned ed the e able ngs satis- eacher. tudents the in- ic and nt.	I. Student-Centered in class activity A. All students learn the songs: 1. Toembai, Toembai 2. Annie 3. Shalom B. Class is divided into 3 groups C. All three songs are sung together D. Students discuss how the interaction of the three songs compares to environmental interaction. The discussion will center around: 1. Sun, rain, land, fertility, seed, interact to produce flowers, etc. 2. An aquarium must have a balance of air, correct amount of water, right combination of fish, etc.	II. Outside Resource and Community Activities A. Performance for various : 1. Service clubs 2. Class room program 3. Performance for student body 4. Performance for P.T.A. B. Students could report other instances of interacting songs from community radio, TV, or concerts.
ırned		

Resource and Reference Materials	Continued and Additional Suggested L
Publications: Toembai, Exploring Music Gr. 5 Holt, Rinehart & Winston Shalom, Same as above	
Audio-Visual: 5th grade record of Exploring Music, Holt, Rinehart & Winston	
Community:	

terials	Continued and Additional Suggested Learning Experiences
Gr. 5	
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ESEA Title III - 59--70-0135-2 Project I-C-E

C 2. All living organisms interact
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N among themselves and their
C
E environment, forming an intricate
P
T unit called an ecosystem.

Discipline Area Music

Subject General

Problem Orientation Intera

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: The students will produce a one minute, collage incorporating natural and man made environmental sounds. Affective: The students will demonstrate an awareness of the variety of sounds in nature. Skills to be Learned Technical aspects of using a tape recorder. Listening skills Differentiation of sounds Rhythmical synthesis	I. Student-Centered in class activity A. Present idea of a sound collage B. Create work groups of 3-5 students to record specific environmental sounds. C. On board establish patterns for interaction of sounds. 1. Heavily used road drives out nature sounds. 2. Birds singing, cars driving past over-balancing natural sounds. D. Students may play their collage for the class. 1. Discuss the job each group did. 2. Discuss the content of each presentation.

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d their

g an intricate

ystem.

Discipline Area Music

Subject General Music

Problem Orientation Interaction Grade 4-6

IVES	SUGGESTED LEARNING EXPERIENCES	
ts ute, s are- ing ds	I. Student-Centered in class activity A. Present idea of a sound collage B. Create work groups of 3-5 students to record specific environmental sounds. C. On board establish patterns for interaction of sounds. 1. Heavily used road drives out nature sounds. 2. Birds singing, cars driving past over-balancing natural sounds. D. Students may play their collage for the class. 1. Discuss the job each group did. 2. Discuss the content of each presentation.	II. Outside Resource and Community Activities A. Visit and tape record different areas of employment to differentiate sounds occurring in those activities. B. Create a pictorial college by having students draw their own pictures.

Resource and Reference Materials	Continued and Additional Suggested
Publications:	
Audio-Visual:	
Community:	

rials	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area: Music

Subject: Elementary

Problem Orientation: Space

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPER	
Cognitive: Students by analogy and discussion will find and correct an overabundance of notes per measure according to a specified time signature. Affective: Students will relate the carrying capacity of a musical measure with environmental carrying capacity. Skills to be Learned Music reading	I. Student-Centered in class activity A. Teacher demonstrates the limits and carrying capacity of a box and the pieces of paper which will fit 1. One whole sheet of paper fits the box but no more--compare to whole notes 2. Cut the paper in half, fits in box but no more--compare to half note 3. Cut in quarters--compare to quarter notes. 4. Cut in 8ths--compare to 8th notes. B. Teacher establishes discussion and analogy using sociological facts or problems based on the concept. 1. Why does urban spread cut down the wild life in the area? (Con't)	II. Out Com

ctors

numbers of

hin their

h environment
city.

Discipline Area Music

Subject Elementary Vocal

Problem Orientation Space Limitation Grade 4-6

ES	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Teacher demonstrates the limits and carrying capacity of a box and the pieces of paper which will fit 1. One whole sheet of paper fits the box but no more--compare to whole notes 2. Cut the paper in half, fits in box but no more--compare to half note 3. Cut in quarters--compare to quarter notes. 4. Cut in 8ths--compare to 8th notes. B. Teacher establishes discussion and analogy using sociological facts or problems based on the concept. 1. Why does urban spread cut down the wild life in the area? (Con't)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Su
Publications:	(Con't from I. B.) 2. What would happen if you water in a quart jug? C. Present a measure and ti Students dictate to a st kinds of notes to put in D. Teacher presents on boar populated with notes to mistakes. E. Teacher presents work sh will eliminate the exces measure.
Audio-Visual:	Using the procedures demonst students may find other exp analogies between measures a
Community:	1, 2 Or 3 students bring in together for class.

rials | Continued and Additional Suggested Learning Experiences

(Con't from I. B.)

2. What would happen if you put a quart and a half of water in a quart jug?

C. Present a measure and time signature
Students dictate to a student at the board the kinds of notes to put in the measure.

D. Teacher presents on board a measure over-populated with notes to have students catch mistakes.

F. Teacher presents work sheets whereby students will eliminate the excess number of beats per measure.

Using the procedures demonstrated by the teacher students may find other experiments which form analogies between measures and carrying capacities.

1. 2 Or 3 students bring in easy puzzles and put together for class.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

4. An adequate supply of pure water is essential for life.

Discipline Area

Subject

Problem Orientat

BEHAVIORAL OBJECTIVES	SUGGESTED I
Cognitive. Using a student written text concerning water pollution the student will collectively compose a melodic line for the lyrics. Affective: The students will be alert to the problems of water pollution by intensive application of the word meanings to the melody.	I. Student-Centered in clas activity A. All students will wri their own set of lyri concerning the necess for clean water. Sec back for example. B. The best set of lyric chosen and written on board (or transparenc 1. These are then set a rhythmic pattern notated. 2. A chord sequence i up if the class is pared for this. 3. Melody notes are t written. a. be aware of mel line b. be aware of nat at words. C. Learn the song and pe sing it for other cla
Skills to be Learned Melodic composition	

ply of pure water

fe.

Discipline Area Music

Subject Elementary

Problem Orientation Clean Water Grade 4-6

IVES	SUGGESTED LEARNING EXPERIENCES	
dent g udent ose s ution on o	I. Student-Centered in class activity A. All students will write their own set of lyrics concerning the necessity for clean water. See back for example. B. The best set of lyrics is chosen and written on blackboard (or transparency) 1. These are then set to a rhythmic pattern and notated. 2. A chord sequence is set up if the class is prepared for this. 3. Melody notes are then written. a. be aware of melodic line b. be aware of nature at words. C. Learn the song and perhaps sing it for other classes.	II. Outside Resource and Community Activities A. Perform as an example of music tying into other areas at a P.T.A. meeting etc. B. Record song.

Resource and Reference Materials	Continued and Additional Suggeste
Publications: School owned music series	Example: We've been working on pollution a day. Cleaning up our lakes and rivers littered bay.
Audio-Visual:	
Community.	

nce Materials	Continued and Additional Suggested Learning
series	Example: We've been working on pollution all the live long day. Cleaning up our lakes and rivers and the garbage littered bay.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Area Music

Subject Elementary Vo

Problem Orientation Clean Air

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIE	
Cognitive: Given a known melody, the class will write lyrics dealing with the effects of air pollution which will fit the rhythmic pattern of the song. Affective: Students will become conscious of the fact that an adequate supply of clean air is essential to life. Skills to be Learned Lyric composition	I. Student-Centered in class activity A. Review a familiar song eg. 1. Wait for The Wagon 2. Clementine 3. Battle Hymn of the Republic 4. Working on the Railroad 5. Michael Row the Boat 6. He's Got the Whole World in His Hands B. Discussion related to air pollution. 1. What do you like about clean air, white clouds, etc.? 2. What are some things that cause air Pollution? C. List items of discussion on board D. Put ideas in phrase form to fit melody E. Each student prepares his own song 1. Select tune 2. Reword song relating to air pollution. F. Solo performance on tape to be	II. Outsi Commu A. Pr B. Si cl

(Con't)

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release the energy

Discipline Area Music

Subject Elementary Vocal

Problem Orientation Clean Air Grade 4-6

CTIVES	SUGGESTED LEARNING EXPERIENCES	
known ll air fit of will the e is	I. Student-Centered in class activity A. Review a familiar song eg. 1. Wait for The Wagon 2. Clementine 3. Battle Hymn of the Republic 4. Working on the Railroad 5. Michael Row the Boat 6. He's Got the Whole World in His Hands B. Discussion related to air pollution. 1. What do you like about clean air, white clouds, etc.? 2. What are some things that cause air Pollution? C. List items of discussion on board D. Put ideas in phrase form to fit melody E. Each student prepares his own song 1. Select tune 2. Reword song relating to air pollution. F. Solo performance on tape to be	II. Outside Resource and Community Activities A. Prepare for P.T.A. B. Sing for other classes

(Con't)

Resource and Reference Materials	Continued and Additional Suggested Lea
Publications: The Golden Book, School owned music series Audio-Visual: Series records Tape recorder Community:	(Con't from I. F.) presented to class.

terials	Continued and Additional Suggested Learning Experiences
	(Con't from I. F.) presented to class.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

7. Factors such as facilitating transportaion, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area: Music

Subject: General Musi

Problem Orientation: Transport Impact on the Envi

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: The student will show his knowledge of the chronology of transportation modes by putting in correct order 8 songs dealing with transportation. Affective: Discussion of the impact of various modes of transportation. Skills to be Learned Singing skills Discussion Chronological listing	I. Student-Centered in class activity A. Students make a list of songs they know dealing with modes of transportation (Suggested list) 1. Casey Jones 2. I Ride an Old Paint 3. Marching To Pretoria 4. Up, Up and Away 5. Leaving On a Jet Plane 6. Merry Oldsmobile 7. Jingle Bells 8. Happy Wanderer 9. Wreck of Old 97 10. Boatman, Boatman 11. Row, Row, Row Your Boat 12. Rocket Man B. Students will arrange these modes in chronological order. C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc. (Con't)	II. Outsi Commu A. Br tr mo et B. Pu ol or C. Sc Hi co el be me

s facilitating

nomic conditions, Discipline Area Music

and increased Subject General Music

a great influence Problem Orientation Transportation Grade 4-6
use and centers Impact on the Environment
ity.

VES	SUGGESTED LEARNING EXPERIENCES	
t	I. Student-Centered in class activity A. Students make a list of songs they know dealing with modes of transportation (Suggested list) 1. Casey Jones 2. I Ride an Old Paint 3. Marching To Pretoria 4. Up, Up and Away 5. Leaving On a Jet Plane 6. Merry Oldsmobile 7. Jingle Bells 8. Happy Wanderer 9. Wreck of Old 97 10. Boatman, Boatman 11. Row, Row, Row Your Boat 12. Rocket Man B. Students will arrange these modes in chronological order. C. Teacher will guide a discussion regarding the impact on the environment as a result of the progress in the various modes of transportation as emphasized in ballads, folk tunes, etc. (Con't)	II. Outside Resource and Community Activities A. Bring pictures of transportation vehicles, modes of travel and etc. to class. B. Put pictures in chronological order (post on bulletin boards) C. Social Studies and History teachers be consulted and a correlation of lessons between these departments resulting.
s .		

Resource and Reference Materials	Continued and Additional Sugge
Publications: Songs from school owned music series J.W. Pepper Catalog J.W. Pepper of Detroit 373 Minnesota Street Troy, Michigan 48084 Audio-Visual: Slides of various modes of transportation (Student owned) Pictures from various magazines automotive dealers and etc. dealing with different typed of vehicles for transportation and trucking etc. Community:	(Con't from I. C.) Suggested questions: 1. Early musical instruments w Could the same be said of e transportation? 2. What effect did early prima have on the environment? 3. What brought about the char a. Desire to explore new la b. Desire to move supplies c. Inventions that develope man faster and further 4. As machines were developed developed and as they were what effect did result on c 5. What effect on the economy development of transportati D. Sing the listed songs in th established by the students

Continued and Additional Suggested Learning Experienes

(Con't from I. C.)

Suggested questions:

1. Early musical instruments were quite primative. Could the same be said of early modes of transportation?
2. What effect did early primative modes of travel have on the environment?
3. What brought about the change in travel?
   a. Desire to explore new lands
   b. Desire to move supplies further and faster
   c. Inventions that developed vehicles to propel man faster and further
4. As machines were developed did fuels need to be developed and as they were developed and utilized what effect did result on our environment?
5. What effect on the economy resulted from the development of transportation?
6. Sing the listed songs in the proper order as established by the students and instructor.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Music

Subject Genera

Problem Orientation Poll

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Students will illustrate by drawing pictures their knowledge of how easily things of beauty can be destroyed. Affective: Students will become alert as to how easily things of beauty can be destroyed. Skills to be Learned Drawing skills Listening skills	I. Student-Centered in class activity A. Play a recording which would depict a scene of beauty, ex. Grand Canyon Suite B. Have students draw a scene of nature while listening to the music. C. Have students present pictures to rest of class. D. Repeat the recording with a tape of cluttered music over the first recording. E. Ask students to draw over the first picture portraying what they hear with the second recording. F. Present pictures to class to analyze, discuss, and evaluate in a pollution minded way. 1. What did the drawing over do to the first picture?

manage,

Discipline Area Music

Subject General Music

Problem Orientation Pollution Grade 4-6

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Play a recording which would depict a scene of beauty, ex. Grand Canyon Suite
   B. Have students draw a scene of nature while listening to the music.
   C. Have students present pictures to rest of class.
   D. Repeat the recording with a tape of cluttered music over the first recording.
   E. Ask students to draw over the first picture portraying what they hear with the second recording.
   F. Present pictures to class to analyze, discuss, and evaluate in a pollution minded way.
      1. What did the drawing over do to the first picture?

II. Outside Resource and Community Activities
   A. Art teacher as a consultant.

Resource and Reference Materials	Continued and Addtional Suggested Lea
Publications:	Students could go to the park or com a scene and then listen to the second The second piece should be at least t
Audio-Visual: Tape recorder Record player Sunrise Grand Canyon Suite Capital Records	
Community: Park	

nued and Addtional Suggested Learning Experiences

nts could go to the park or conntry and draw
ne and then listen to the second recording.
econd piece should be at least two recordings.

CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Music

Subject Elementary V

Problem Orientation Recycling

ESEA Title III - 59-70-0135-2 Project I-C-E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERI	
Cognitive: Students will create playable musical instruments from discarded 55 gallon oil drums. Affective: Students will recognize the possibilities inherent in recycling Skills to be Learned 1. Tuning of musical instruments 2. Safe use of small handtools 3. Fire safety	I. Student-Centered in class activity A. Discuss different instruments that can be made from raw materials-Ex. drums, rattles, whistles B. Introduce movie Music From Our Drums 1. Identify Pete Seeger 2. Locate the setting of the movie (Trinidad) C. Discussion of Movie 1. Population composition and why? 2. Reasons for banning reg. percussion instr. 3. Ecological problem 4. Orientation at recycling D. Study directions from book to determine feasibility of positive follow up E. Follow up by attempting to construct an "oil"drum The actual attempt of constructing this drum because of the length of time and facilities involved must be an outside class activity. (Con't)	II. Outs Comm 1. 2. 3. 4.

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Discipline Area Music

Subject Elementary Vocal

Problem Orientation Recycling Grade 4-6

SUGGESTED LEARNING EXPERIENCES

tudent-Centered in class
ctivity

. Discuss different instruments that can be made from raw materials-Ex. drums, rattles, whistles
. Introduce movie Music From Our Drums
1. Identify Pete Seeger
2. Locate the setting of the movie (Trinidad)
. Discussion of Movie
1. Population composition and why?
2. Reasons for banning reg. percussion instr.
3. Ecological problem
4. Orientation at recycling
. Study directions from book to determine feasibility of positive follow up
. Follow up by attempting to construct an "oil"drum The actual attempt of constructing this drum because of the length of time and facilities involved must be an outside class activity. (Con't)

II. Outside Resource and Community Activities
1. P.T.A.
2. Service clubs
3. School assemblies
4. Local radio or TV

Resource and Reference Materials	Continued and Additional Suggested Lea
Publications: Making and Tuning an Oil Drum, Pete Seeger Folkways Records New York, N. Y. $3.45 Exploring Music Bk 6 Holt, Rinehart & Winston Music for a Band Audio-Visual: Film Music From Oil Drum 1954 Pete Seeger Folkways Records BAVI #0713 $3.50 Community:	(Con't from I. E.) Industrial Arts teacher may give techn cutting up the drum and the use of han 1. Additional instruction can be provi instrument after its completion 2. A complete set consisting of sopran and bass drums can be built and tun

ued and Additional Suggested Learning Experiences

from I. E.)

rial Arts teacher may give technical assistance in
g up the drum and the use of hand tools.

ditional instruction can be provided to play the
trument after its completion

omplete set consisting of soprano, alto, tenor
bass drums can be built and tuned.

ESEA Title III - 59-70-0135 -2 Project I-C-E

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Music

Subject General

Problem Orientation Mani of S

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: Given a guitar, the student will demonstrate to the class at leat 7 different ways of producing sounds on the guitar. Affective: Student will find the variety of tones possible in a single musical instrument Skills to be Learned Experimentation Playing	I. Student-Centered in class activity A. Student will be given a guitar to work with B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7) 1. Strike back 2. Strike sides 3. Strike front 4. Pluck strings 5. Strum strings 6. Slide objects on strings 7. Play strings with soft mallets 8. Retune strings 9. Place objects (marble) C. Student will demonstrate his findings to the class D. Other students will make suggestions of other ways to produce sound on the guitar. E. Other student "specialties" or inst. can also be used.

II.

he ability to manage,

d change his

Discipline Area Music

Subject General Music

Problem Orientation Manipulation of Sound Grade 4-6

ECTIVES	SUGGESTED LEARNING EXPERIENCES	
will class ways on will tones e mus-	I. Student-Centered in class activity A. Student will be given a guitar to work with B. Student will experiment with the guitar to find as many different ways to produce a sound as possible (at least 7) 1. Strike back 2. Strike sides 3. Strike front 4. Pluck strings 5. Strum strings 6. Slide objects on strings 7. Play strings with soft mallets 8. Retune strings 9. Place objects (marble) C. Student will demonstrate his findings to the class D. Other students will make suggestions of other ways to produce sound on the guitar. E. Other student "specialties" or inst. can also be used.	II. Outside Resource and Community Activities A. Band director B. Guitar player
d		

Resource and Reference Materials	Continued and Additional Suggested
Publications: Exploring Music Gr. 7 p-64-65 Holt, Rinehart & Winston Audio-Visual: Community:	(Con't from I.) F. How does this notion reinforce of environment.

rials	Continued and Additional Suggested Learning Experiences
	(Con't from I.) F. How does this notion reinforce concept of manipulation of environment.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area Music

Subject General M

Problem Orientation Manipu / Sound

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPE	
Cognitive: Given a pair of cymbals, the student will demonstrate to the class at least 5 different ways to produce 5 different sounds. Affective: Student will find the variety of tones possible in a single musical instrument. Skills to be Learned Experimentation Playing	I. Student-Centered in class activity A. Student will be given a pair of cymbals. B. Student will try to find as many different ways to produce sound on the cymbals (at least five) 1. Crash straight 2. Crash with slicing motion 3. Rub together 4. Strike and hold close to drum head 5. Use a well vosined bow 6. Put vibrating cymbal in water C. Student will demonstrate his findings to class D. Other students will make suggestions of other ways to produce sound on the cymbals E. Develop concept of men manipulating instrument to man manipulating the environment.	II. Ou Co A. B.

ity to manage,

e, his

Discipline Area Music

Subject General Music

Problem Orientation Manipulation of Sound Grade 4-6

ES	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Student will be given a pair of cymbals. B. Student will try to find as many different ways to produce sound on the cymbals (at least five) 1. Crash straight 2. Crash with slicing motion 3. Rub together 4. Strike and hold close to drum head 5. Use a well vosined bow 6. Put vibrating cymbal in water C. Student will demonstrate his findings to class D. Other students will make suggestions of other ways to produce sound on the cymba s E. Develop concept of men manipulating instrument to man manipulating the environment.	II. Outside Resource and Community Activities A. Band director B. Percussionist

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

C 11, Individual acts, duplicated or
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C
E environmental alterations over time.
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Discipline Area Music

Subject General

Problem Orientation Noi

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: Through discussion, the students will demonstrate their knowledge of noise pollution. Affective: Student will develop an appreciation of music as compared to noise. Skills to be Learned Listening Comparison skills Discussion	I. Student-Centered in class activity A. Play two samples of enjoyable musical compositions such as: Emperors Waltz-Strauss Semper Fidelis-Sousa 1. Contrasting tempos 2. Different keys 3. Different meter B. Discuss what makes these pieces enjoyable 1. Pleasing melody 2. Consonant harmony 3. Bouncy rhythms C. Play both pieces at the same time. D. Discuss what happened to the beauty of the usic 1. What happened to the music? 2. Do the notes agree with each other? 3. What has happened to the rhythm? E. Discuss how this happens in our environment. 1. One train vs. railway terminal (Con"t)

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Discipline Area Music

Subject General Music

Problem Orientation Noise Pollution Grade 4-6

SUGGESTED LEARNING EXPERIENCES	
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Resource and Reference Materials	Continued and Additional Sug
Publications:	(Con't from I. E.) 2. One car vs. super highwa 3. Car alone, truck alone,,
Audio-Visual: Records 2 Record players RCA - Advertures in Music Series, Bowmar Records	
Community:	

erials	Continued and Additional Suggested Learning Experiences
	(Con't from I. E.) 2. One car vs. super highway 3. Car alone, truck alone,,both together.

PROJECT I-C-E Episode Evaluation Form (Reproduce or duplicate

Please fill in:
Subject: _____

Grade: _____

Concept No. Used: _____

In commenting on each episode used in your cl
form. Feel free to adapt it and add more pages
your critiques and comments - negative and posi
hand column, please rate (poor, good, excellent
make specific comments or suggestions if possib
vided to help us make this a more usable guide.

Poor	Good	Exc.	
			I. Behavioral Objectives A. Cognitive:
			B. Affective:
			II. Skills Developed
			III. Suggested Learning Experiences A. In Class:
			B. Outside & Community Activities:
			IV. Suggested Resource & Reference Materials (specific suggestions & comments)

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Episode Evaluation Form (Reproduce or duplicate as needed)

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

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Project I-C-E
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